

STUDENTS' PERCEPTIONS OF THE EFFECTIVENESS OF LEARNING MANAGEMENT DURING THE COVID 19 PERIOD AT THE UNIVERSITY

Kusen

Institut Agama Islam Negeri (IAIN) Curup, Rejang Lebong

Email: kusenpasca1969@gmail.com

Abstract: The purpose of this study was to analyze student perceptions of the effectiveness of learning management during the covid-19 period at the IAIN Curup Bengkulu Management Program. This research is a type of survey research. The study was conducted in May-June 2022. The population in this study were all undergraduate and postgraduate students of the Islamic Education Management Study Program IAIN Curup. The samples in this study were 73 students who were taken by the purposive sampling technique. The research instrument used is a closed questionnaire which is a modification of the Likert Scale with 4 answer choices. The results of this study indicate that learning management during the covid-19 period in the management program is effective based on student perceptions.

Keywords: student perception; learning effectiveness; covid-19.

INTRODUCTION

In the conditions of the covid-19 pandemic, some lessons in the IAIN Curup Management Program could not be carried out optimally, both general courses and practical courses. The COVID-19 pandemic condition that requires the learning process to be carried out online has an impact on readiness both in terms of infrastructure, educator competencies, and learning models. Therefore, educators strive to adapt the learning system to the current situation in the hope that learning can still be carried out effectively.

Changes in the learning system during the pandemic were made after the issuance of a Circular from the Minister of Education and Culture Number: 36962/MPK.A/HK/2020 dated March 17, 2020, regarding Online Learning and Working from Home in the context of Preventing the Spread of Corona Virus Disease (COVID-19) (Argahani, 2020). Then it was strengthened again by the Circular of the Secretary-General Number 15 of 2020 concerning Guidelines for the Implementation of Learning from Home during the Covid 19 emergency (Kurniasari et al., 2020).

The ideal condition for learning activities carried out in universities is the existence of a learning process or learning process that involves lecturers and students in the implementation of the teaching and learning process (Syahmina et al., 2020). However, the Covid-19 pandemic that has hit the whole world, including Indonesia, requires a lot of changes in various sectors quickly (Alvianto, 2020; Devi et al., 2021). All sectors are required to limit public interaction which is applied by the term physical distancing (Mustakim, 2020). One of the sectors that have been most affected by this incident is the education sector (Zulkarnain & Prisuna, 2022).

In the education sector, there is a change in learning patterns which of course will greatly affect the quality of the education system which includes student learning outcomes, learning management, the performance of educators and education staff, education management, and all educational activities in education units (Irawati, 2022). Learning activities that were originally carried out face-to-face must then be changed to an online learning system. This online learning system is a learning method that uses an internet-based interactive model and a Learning Management System (LMS) (Gani et al., 2021; Rusdiantho & Elon, 2021). Online learning is also known as E-Learning which is a form of learning carried out through electronic media using computers and online-based (Difield & Jusuf, 2021).

Online learning takes a long time to adapt to face-to-face learning (Permatasari, 2020). Some of the problems that often occur during the implementation of online learning include the inhibition of the learning process and the lack of conduciveness to the implementation of learning, the lack of learning time carried out, and the limitations of facilities and infrastructure owned by educators and students (Dewi et al., 2022). In higher education, several other problems are changes in learning times that are more flexible due to online learning, the Semester Credit System (SKS) in each course that has been used for face-to-face learning where each has its time allocation becomes more flexible and, requires lecturers to be available at any time if there are questions from students, the next problem is regarding the readiness of both students and lecturers in conducting online learning (Raimanu, 2020).

From these problems, what is the actual effectiveness of the learning carried out during this pandemic? If we look at the definition, the effectiveness of learning is said to be a measure of the success of a process of interaction between students and between students and lecturers in educational situations to achieve learning objectives and the effectiveness of this learning can be seen from student activities during learning, student responses to learning and mastery of concepts. Student (Simbolon et al., 2021).

Several previous studies discuss learning management in universities during the Covid-19 pandemic, including Herlina (2020). Herlina stated that during the Covid-19 pandemic, online learning management at the Economics Faculty Management Study Program was carried out optimally even though the field expiry obstacles, both from lecturers and students as well as the completeness of supporting facilities and infrastructure or those related to hardware. The results of his research show that there are several successes of lecturers in learning management in universities during the pandemic, namely: 1) complete innovation and lecture design, 2) variety of learning methods, 3) platforms or applications that are in accordabyaterial, 4) good communication. good with students, and 5) can minimize the cost constraints of online lecture quotas. Then, Suyono (2020) in his research conducted at PTS LLDIKTI Region VII stated that learning was carried out online during the pandemic by using conferencing app including SPAD,

Zoom Meeting, Google Class Room, Email, Whatsapp, Telegram, and Youtube. So even in a pandemic situation, lectures continue to run according to applicable regulations, namely learning outcomes are still fulfilled. Next, conducting research by analyzing learning management carried out during the covid pandemic, one of which is the use of Learning Management Systems (LMS) as Online Learning Media. With this LMS application, the learning and communication system continues to run well by utilizing the facilities available in the LMS application. Then Suhairi & Santi (2021) carry out learning management during the pandemic by utilizing the blended learning model. The reason for choosing the blended learning model lies in the efficiency of learning because teachers and students can communicate both offline and online. Lastly, there Suryana et al (2020) who search foron learning management during a pandemic. In their research, Suryana et al conducted online learning management based on empathy. The results of his research state that online learning management based on empathy has a moderate correlation to the maintenance of students' online learning motivation in the Covid-19 outbreak situation. Similar to several previous studies, the IAIN Curup Management Program itself also carried out learning management during the pandemic, namely in the form of online learning by utilizing social media such as Whatsapp and some using the LMS system.

From the online learning management that has been carried out in the IAIN Curup management program, a problem arises whether the learning management carried out is effective? The effectiveness of learning is said to be a measure of the success of an interaction process between students and between students and lecturers in educational situations to achieve learning objectives and the effectiveness of this learning can be seen from student activities during learning, student responses to learning and student concept mastery(Simbolon et al., 2021). Therefore, the researcher then conducted a study to determine student perceptions regarding the effectiveness of learning management during the COVID-19 period, which in this case will be carried out at the IAIN Curup Bengkulu management program

METHOD

This research is a type of survey research. The study was conducted in May-June 2022. The population in this study were all undergraduate and postgraduate students of the Islamic Education Management Study Program (MPI) IAIN Curup. The samples in this study were 73 students who were taken by the purposive sampling technique. The research instrument used is a closed questionnaire which is a modification of the Likert Scale with 4 answer choices, namely strongly agree with a score of 4, agree with a score of 3, disagree with a score, of 2, and strongly disagree with a score of 1. The score applies to positive statements, while for negative statements the opposite applies. However, the questionnaire used in this study consisted of only positive

statements. These statements were developed based on indicators of learning effectiveness. The following is a grid of questionnaires used.

Table 1. Questionnaire Grid

No	Aspect	Indicator	Number	Number of Items
1	Mastery learning	Ease of understanding the material	1	1
2	Learning activity	Complete the task well	3	1
		Asking activity	4,6	2
		Actively expressing opinion	5	1
		The discipline of study time	7,10,21	3
		Discipline to complete the task	8,9,	2
3	Educator Ability in Managing Learning	Methods taught	11,12,14	3
		Teaching materials provided	13, 16	2
		Assignment and assessment	15	1
4	Facilities that Support Learning	Learning Resources	17	1
		Ease of access	2,18,19,20	4

The questionnaire was tested for validity and reliability using SPSS with the following conditions. Valid: if r_{count} is greater than r_{table} value ($r_{\text{count}} > r_{\text{table}}$), Invalid: if r_{count} is smaller than r_{table} value ($r_{\text{count}} < r_{\text{table}}$), Reliable if Cronbach's alpha value > 0.60 , and Unreliable if Cronbach's alpha value $< 0,60$ (Budiwibowo & Nurhalim, 2016).

To analyze the results of the study, first, all the answers chosen by the respondents were converted on a scale of 1-4 by the provisions of the modified Likert Scale. After being converted, the results are processed to get the final result in the form of a percentage. The percentage calculation uses the following equation.

$$p = \frac{n}{N} \times 100\% \quad (1)$$

where P is the percentage of the results of the questionnaire analysis, n is the total score of the assessment, and N is the maximum possible score. After obtaining the data in the form of a percentage, the data is then converted based on the interpretation of the Likert scale. For the Likert scale, the score interpretation model can be seen in table 2.

Table 2. Likert Scale Interpretation

Percentage (%)	Category
0% - 25%	Strongly Disagree
26% - 50%	Disagree
51% - 75%	Agree
76% - 100%	Strongly Agree

(Hayati et al., 2015)

RESULTS AND DISCUSSION

This study aims to analyze student perceptions of the effectiveness of learning management during the COVID-19 period at the IAIN Curup Bengkulu Management Program. The data collection process was carried out using a research instrument in the form of a questionnaire distributed to 73 students from the Curup IAIN Curup Education Science Management program. The validity of the statements contained in the questionnaire was tested with the following results.

Table 3. Item Validity

No	r _{Count}	r _{Table}	Information
1	0.542931	0.2303	Valid
2	0.403523	0.2303	Valid
3	0.570446	0.2303	Valid
4	0.644674	0.2303	Valid
5	0.682645	0.2303	Valid
6	0.636749	0.2303	Valid
7	0.616669	0.2303	Valid
8	0.591354	0.2303	Valid
9	0.493278	0.2303	Valid
10	0.506902	0.2303	Valid
11	0.696058	0.2303	Valid
12	0.633844	0.2303	Valid
13	0.738776	0.2303	Valid
14	0.773111	0.2303	Valid
15	0.705278	0.2303	Valid
16	0.741791	0.2303	Valid
17	0.708165	0.2303	Valid
18	0.667877	0.2303	Valid
19	0.727453	0.2303	Valid
20	0.661952	0.2303	Valid
21	0.533839	0.2303	Valid

From the table above, it is known that all items or statement items in the questionnaire are valid because they have a r_{count} value greater than r_{table} .

The results of the instrument reliability test can be seen in the following table:

Table 4. Reliability Statistics

Cronbach's	
Alpha	N of Items
0.925	21

The data in table 4 shows that the instrument used in this study is reliable because the Cronbach's Alpha value of 0.925 is greater than 0.60. And according to the guidelines written in the method section that when the Cronbach's Alpha value is greater than 0.6 then the instrument is said to be reliable.

The results of filling out the questionnaire students were then analyzed further by calculating the percentage to find out the number of students who entered the category of strongly agree, agree, disagree, or strongly disagree based on the score of the answers they chose. From the results of the percentage calculation, the final data is obtained as follows:

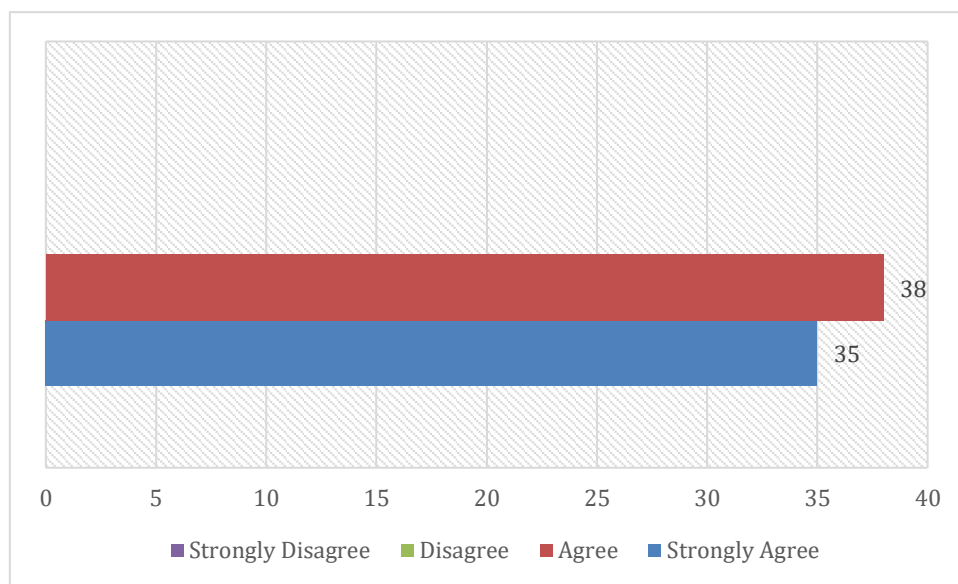


Figure 1. Number of Students in Each Category

From the picture above, it is known that there are 38 out of 73 students fall into the agree category and the remaining 34 students fall into the strongly agree category. Based on the previous explanation, the statements made in the questionnaire filled out by students were positive statements developed from indicators of learning effectiveness, so when students agree or strongly agree, it means that students consider that the learning they are doing during the COVID-19 period is effective.

The level of effectiveness is seen from several aspects, namely learning completeness, learning activities, the ability of educators to manage to learn, and the infrastructure that

supports learning. From the aspect of mastery learning, there are two things discussed, namely students easily understand the material during learning during the Covid-19 period and can complete assignments well during learning during the Covid-19 period. In the two statements, students answered agree and even strongly agree. This shows that students have a perception that learning management during the Covid-19 period is effective when viewed from the aspect of learning completeness.

In the aspect of learning activities, there are 4 things discussed, namely the activity of asking questions, the activity of expressing opinions, the discipline of learning time, and the discipline of completing assignments. In the discussion of active questioning, students answered that they were active in asking questions during learning during the covid-19 period and the lecturer also provided the opportunity to ask questions and discuss during lectures during the covid-19 period. From the discussion on the activity of expressing opinions, students answered that they were active in expressing opinions during learning during the Covid-19 period. In discussing the discipline of study time, students answered that learning activities during the Covid-19 period were carried out on time and during lectures, they were also present on time. In the discussion of the discipline of completing tasks, students answered that they completed the assignment on time and did the assignment independently. From these answers, it is known that students' perceptions of learning management during the covid-19 period in management programs are effective when viewed from the aspect of learning activities.

In the aspect of the ability of educators to manage to learn, there are 3 things discussed, namely the methods taught, the teaching materials provided, and the assignment and assessment of assignments. In discussing the methods taught, students stated that the lecturer explained the lecture material well, students liked the methods taught during learning during the COVID-19 period, and the presentation of lectures during COVID-19 was easy for students to accept and understand. Then in the discussion of the teaching materials provided, students answered that they liked the teaching materials given during the study during the covid-19 period and that the teaching materials provided during lectures during the covid-19 period were well provided. In the last discussion, namely about the assignment and assessment of tasks, students stated that the assignment and assessment of assignments were carried out well during learning during the covid-19 period. These answers show that students have a perception that learning management during the Covid-19 period in the management program is effective when viewed from the aspect of the ability of educators to manage to learn.

The last aspect is the aspect of infrastructure that supports learning. In this aspect, there are 2 things discussed, namely learning resources and ease of access. In the discussion of learning resources, students answered that the available learning resources were able to support learning during the Covid-19 period. Then on the discussion of ease of access, students answered that they

read supporting books or other references to better understand the material, for learning resources are easily accessible, the infrastructure used in learning is easily accessible, and lecture activities are also easily accessible. These answers indicate that students have a perception that learning management during the Covid-19 period in the management program is effective when viewed from the aspect of infrastructure that supports learning.

The results of this study are supported by the results of previous relevant studies such as those conducted by Rosilawati & Prisuna (2022). In their article, Rosilawati & Prisuna stated that the results of their research and discussion concluded that students' perceptions of the effectiveness of online learning during the pandemic at IAIN Pontianak were in the "Good" category with an average IKM score (Quality Performance Index) 2, 97. Furthermore, a similar study was also conducted by Prisuna & Rahnang (2022). In their article, Prisuna & Rahnang stated that the perception of PIAUD students on the effectiveness of online learning during the pandemic at IAIN Pontianak was in the "Good" category or had service quality with a "B" value. The results of previous relevant studies further strengthen the results of this study which shows that students have a perception that learning management during the covid-19 period in the management program is effective.

CONCLUSION

Based on the results of the analysis carried out from data from the results of filling out questionnaires by 73 students of the Islamic Education Management Program IAIN Curup, learning management during the covid-19 period in the management program was effectively based on student perceptions.

BIBLIOGRAPHY

- Alvianto, A. (2020). Efektivitas Pembelajaran Daring Pada Mata Kuliah Pendidikan Agama Islam Dalam Situasi Pandemi Covid-19. *Ta'dibuna: Jurnal Pendidikan Agama Islam*, 3(2), 13. <https://doi.org/10.30659/jpai.3.2.13-26>
- Argaheni, N. B. (2020). Sistematis Review: Dampak Perkuliahan Daring Saat Pandemi COVID-19 Terhadap Mahasiswa Indonesia. *Placentum: Jurnal Ilmiah Kesehatan Dan Aplikasinya*, 8(2), 99. <https://doi.org/10.20961/placentum.v8i2.43008>
- Budiwibowo, A. K., & Nurhalim, K. (2016). Pengaruh Motivasi Belajar Terhadap Prestasi Belajar Warga Belajar Kejar Paket C. *Journal of Nonformal Education*, 2(2), 168–174.
- Devi, V. S., Kurniawan, S. B., & Rintayati, P. (2021). Efektivitas pembelajaran dalam jaringan (online learning) selama wabah covid-19 pada peserta didik kelas v sekolah dasar. *Didaktika Dwija Indria*, 9(2), 1–6. <https://jurnal.uns.ac.id/JDDI/article/view/49104>
- Dewi, W. P., Ramadhiani, D. A., Mukarromah, K., Rahayu, M., Ani, & Aeni, N. (2022). Efektifitas

- Pelaksanaan Pembelajaran Terpadu Di Sekolah Dasar Selama Pandemi Covid-19 Berdasarkan Perspektif Guru. *Jurnal Cakrawala Pendas*, 8(1), 82–93.
- Dilapanga, U. H., & Jusuf, R. (2021). Efektivitas Pembelajaran Online Siswa Mts N 2 Kotamobagu Di Masa Pandemi Covid-19. *Journal of Islamic Education Policy Vol.*, 6(2), 78–89.
- Fitriani, Y. (2020). Analisa Pemanfaatan Learning Management System (Lms) Sebagai Media Pembelajaran Online Selama Pandemi Covid-19. *Journal of Information System, Informatics and Computing*, 4(2), 1. <https://doi.org/10.52362/jisicom.v4i2.312>
- Gani, P., Suryati, L., Sukiman, S., Sudarso, A., & Mipo, M. (2021). Efektivitas Pembelajaran Daring di Masa Pandemi COVID-19 pada SMA Methodist- 7 Medan. *Pubarama: Jurnal Publikasi Pengabdian Kepada Masyarakat*, 1(1), 25–31. <http://jurnalpkmibbi.org/index.php/Pubarama/article/view/6>
- Hayati, S., Budi, A. S., & Handoko, E. (2015). Pengembangan Media Pembelajaran Flipbook Fisika untuk Meningkatkan Hasil Belajar Peserta Didik. *Prosiding Seminar Nasional Fisika (e-Jurnal) SNF2015*, 4, 49–54.
- Herlina, N. (2020). Manajemen Pembelajaran Daring Di Perguruan Tinggi Pada Masa Pandemi Covid-19. *Journal Civics and Social Studies*, 4(2), 102–108.
- Irawati, D. (2022). Efektivitas Pelaksanaan Pembelajaran Daring pada Masa Pandemi Covid-19 di Provinsi Jawa Barat. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 5(3), 858–864. <https://doi.org/10.54371/jiip.v5i3.499>
- Kurniasari, A., Pribowo, F. S. P., & Putra, D. A. (2020). Analisis Efektivitas Pelaksanaan Belajar Dari Rumah (Bdr) Selama Pandemi Covid-19. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 6(3), 1–8.
- Mustakim, M. (2020). Efektivitas Pembelajaran Daring Menggunakan Media Online Selama Pandemi Covid-19 Pada Mata Pelajaran Matematika. *Al Asma : Journal of Islamic Education*, 2(1), 1. <https://doi.org/10.24252/asma.v2i1.13646>
- Permatasari, K. G. (2020). Efektivitas Pembelajaran Daring Menggunakan Media Online Di Masa Pandemi Covid-19 Pada Mahasiswa Pgmi Staim Blora. *Jurnal Ilmiah Pedagogy*, 15(2), 57–75. <http://www.jurnal.staimuhblora.ac.id/index.php/pedagogy/article/view/85>
- Prisuna, B. F., & Rahngang. (2022). Persepsi mahasiswa piauud terhadap efektivitas pembelajaran daring pada masa pandemi di iain pontianak. *Seling: Jurnal Program Studi PGRA*, 8(1), 37–53.
- Raimanu, G. (2020). Persepsi Mahasiswa Terhadap Implementasi Pembelajaran Daring Pada Masa Pandemi Covid-19 (Studi Pada Mahasiswa Fakultas Ekonomi Universitas Sintuwu Maroso). *Jurnal EKOMEN*, 19(2), 1–9. <https://doi.org/10.21831/jitp.v7i2.33296>
- Rosilawati, A., & Prisuna, B. F. (2022). Persepsi Mahasiswa Pendidikan Agama Islam Terhadap Efektivitas Pembelajaran Daring pada Masa Pandemi di IAIN Pontianak. *Eduprof: Islamic*

Education Journal, 4(1), 1-20.

- Rusdiantho, K. S. G., & Elon, Y. (2021). Persepsi Mahasiswa terhadap Pembelajaran Online Fase Pandemic Covid-19. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 2573-2585. <https://edukatif.org/index.php/edukatif/article/view/899>
- Simbolon, M., Lestari, N., Monica, M., Armanto, T., & Alfarras, B. (2021). Efektivitas Pembelajaran PJOE Menggunakan Media Audio Visual saat Pandemi Covid-19 di Bangka Belitung. *Riyadhoh : Jurnal Pendidikan Olahraga*, 4(1), 1. <https://doi.org/10.31602/rjpo.v4i1.4231>
- Suhairi, & Santi, J. (2021). MODEL MANAJEMEN PEMBELAJARAN BLENDED LEARNING PADA MASA PANDEMI COVID-19. *Syntax Literate: Jurnal Ilmiah Indonesia*, 6(4), 1977-1966.
- Suryana, Y., Sanusi, H. P., Hermawan, A. H., & Hidayat, W. (2020). Manajemen Pembelajaran Daring Berbasis Empati untuk Pemeliharaan Motivasi Belajar Daring Mahasiswa dalam Situasi Wabah COVID-19. *Digital Library, UIN Sunan Gung Djati, Bandung*, 1-14. <http://digilib.uinsgd.ac.id/30698/>
- Suyono. (2020). Manajemen Pembelajaran Berbasis Daring Dalam Rangka Memutus Mata Rantai Penularan Covid-19 Di Perguruan Wilayah VII. *Jurnal Ed-Humanistics.*, 5(1), 662-666.
- Syahmina, I., Tanjung, I. F., & Rohani, R. (2020). Efektivitas Pembelajaran Biologi Pada Masa Pandemi Covid-19 Di Madrasah Negeri Medan. *Jurnal Biolokus*, 3(2), 320. <https://doi.org/10.30821/biolokus.v3i2.790>
- Zulkarnain, & Prisuna, B. F. (2022). Persepsi Mahasiswa Tadris Matematika Terhadap Efektivitas Pembelajaran Daring pada Masa Pandemi Covid-19. *Musamus Jurnal of Mathematics Education*, 4(2), 92-101.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).